# Conference 1970: Education For The Elite

## *Schwab---On Undergraduate Learning*

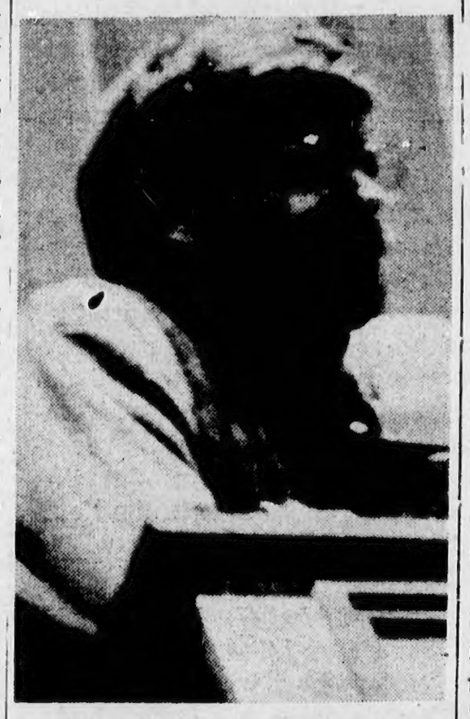
By MICHELINE FEDYCK

Joseph J. Schwab, Professor of Education and Natural Sciences at The University of Chicago invited Middlebury to allow his "outside eye" to "make you look at things with the freshness of first sight." What "things?": the unexamined and often dangerous beliefs held by many undergraduates.

He offered to reveal these illusions and their "evil" consequences and then prescribe remedies for their varied effects. Graciously asking the audience for its consent to this proposal and receiving permission to undertake the examination, Professor Schwab proceeded to announce his diagnosis.

**False belief No. 1: "Interest is indispensable to fruitful activity."**

Why do people engage in certain types of activity? The Professor states that "doing" is often carried out with the expection of certain rewards (i. e. honor, recognition, status, power, money) and not necessarily concerned with "interest" at all. Psychological needs, usually unknown to the individual, are fulfilled by various occupations, witness the meticulous "collector" or incessant "work-horse."



Harvard's Mark Gerzon

**Accidental Associations**

Moreover, interests sometimes result from purely accidental associations; how about the college history major who traces his "interest" to the memory of an exceptional high-school history teacher, usually one in a string of mediocre specimens.

Just as a baby "learns" how much he enjoys eating baby food, after initially spitting out the first spoonful, so do we "learn" where our "interests"

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## Student Culture: Groups For Fun Or Survival?

By DANA WENTWORTH

Is Middlebury a "beacon light for the future or a walled bastion of the past?" asked Reamer Kline, president of Bard College, last Monday night. Kline gave the opening lecture of the Conference entitled "Student Culture: Groups for Fun or Survival?"

Dr. Harvey Scribner

**As a Middlebury graduate and native of the town Kline felt at home here. Bard itself, having only 600 students, has much in common with Middlebury, though being more specialized, it's greatest concentration is in the performing arts.**

Kline stated that he had been given the above title for his lecture but preferred the general Conference topic of the survival of the liberal arts college in today's world. He began by outlining the new revolutionary culture on campuses, exempli-

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# THE CAMPUS

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## Panel Considers Black Students, White Colleges

By ASTRID VARTERESSIAN

The role of Black students at the "elite college" was the subject of a conference address given last Wednesday by Wilbert LeMelle, a program officer at the Ford Foundation.

Mr. LeMelle, a New York resident involved in Ford's Middle Eastern and African Overseas Economic Development program, outlined in his address the two major problems that the black student faces at the elite white college: the assumptions adhered to by the administration, faculty, and students of a college which has for years been totally or predominantly white, and the aspirations and hopes which constitute problems for the black student attending such a college.

**Traditional Practices**

Concerning the first problem, LeMelle stated that the elite white college must seriously reexamine its traditional practices with regard to the black student. Administrators now aim, he said, only for admission of a token number of black students, drawn from the elite black community.

This practice, he maintained, only reenforces a vicious class consciousness within the black community and "drives a wedge between the elite and the excluded." He suggested, rather, that admissions be opened to a more equal representation of the black community — a fuller cross-section of black students

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## *Ideal Middlebury: An Elusive Sprite*

BY KARIN ABARBANEL

Ideal Middlebury, ethereal sprite, has once again eluded her artisans of articulation; ;she remains pre-packaged, in pink, in blue, flitting lithely from the frail flower of student expectation to the burgeoning bud of administrative blueprint, captured briefly in the concrete silhouettes of the SDU's.

Doomed to impotence from its commencement, the Conference panel discussion of "An Ideal Middlebury," complacently dissipated into a litany of tautologous pronouncements, iterated in the main by guest officiant, Professor Joseph Schwab. The following revelatory statements issued forth, from both student and professor in the course of debate concerning the nature of the student "self" — indefinable, yet indefatigably pursued spirit roaming the cosmic college campus:

1. **Don't believe everything you hear**
2. **Not all emotions are equally desirable**
   **Candidates for most contemptible of emotions. (in order of suggestion: hatred, pity, indifference, self-pity)**

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"Elitism And The Private College"

## *Conant opens Conference*

BY ERIC SAMP

"Elitism at the small private college" was the topic of a speech delivered Wednesday by Dr. Ralph Conant, Director of the Southeast Center for Urban Research. The speech marked the official opening of the three day Middlebury Conference.

**Dr. Conant feels that "the function of an educational system is to teach the values and ideals of society." Despite our democratic ideals he recognizes that "achievement requires organization, an authoritarian organization for the survival of the economy and of the nation."**

In the past, people from all levels of society attended public schools. This corresponded to "our ideal of the rise of the natural aristocracy." But now with the emergence of the private institution, "we've created an educational system oriented to our material achievement and the success of our children. The schools of the upper class assure that their children take over the fiefdoms they have created."

**Dr. Conant recognizes that this system tends to elevate the "self - styled elite." "Dunderheads come from all parts of society including the upper classes, but we must avoid a society run by dunderheads." The liberal arts college should "seek out the natural elite as opposed to the self - styled elite."**

Many people who should be a part of the "natural elite" come from poor backgrounds and are prepared neither to cope with the pressures of college nor to take college admission tests "which identify middle-class values rather than talent."

**Many members of the self-styled elite are reluctant to improve these inequities because "we don't want the natural elite of-disadvantaged groups competing with our children." But in order to avoid a "society run by dunderheads," we must allow the natural elite to emerge.**

Dr. Conant advocates a change in admission procedures and "a transitional year between high school and college so that disadvantaged students can make up for what they've lacked."

Wilbert LeMelle and Student, Francie Marbury

Dr. Ralph Conant — Photos by Peter Temple

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# Schwab On Undergraduate Learning

(Continued From Page 1)

lie, with the process often involving vast stretches of arid, uninteresting, and "distasteful" work.

This all sounds reasonable enough; however Professor Schwab additionally maintains that there exists no guarantee of a final correlation between **skill** and **interest.** Wait a minute, don't people generally become absorbed in activities they discover they are skillful at? Looking at it the other way around, people who are really interested in learning something usually work to perfect that particular skill.

The academic world has been mistakenly operating under the assumption that a student discovers his "interest" (i.e. his major) when he discovers his expertise and skill naturally unfolding in that area.

However, Prof. Schwab says that since this correlation between "skill" and "interest" is sometimes absent, students will tend to drift to the easy areas of study offering the least resistence and little challenge, consequently never discovering their "interests" at all.

The "doctor" prescribes a remedy. Educational institutions have the responsibility of introducing students to competences, interests and skills unbeknown to them. An enlargement of the learning process to include time to **apply** the acquired skills in the context of chosen or contemplated occupations would allow some of the "book-learning" to be replaced by practical experience. The trend toward decreasing the number of academic requirements would be reversed. The liberal arts education would be carried on in the "outside" world, as well as within the classroom.

**False belief No. 2: "I have a right to be happy." "Everything wrong is somebody's fault." "Let's just stop polluting the environment."**

According to Schwab, the sentiments expressed above are symptomatic of "utopianism." He blames the disease upon the educational community's predilection toward abstraction of the facts. ("abstraction" is a nice term for falsification of natural phenomena). Since the sciences are notoriously guilty of this, Professor Schwab went into a colorful discussion of specific cases where general **abstract** laws fall hopelessly short of solving particular, concrete problems.

The remedy he prescribes is a dethroning of the natural and social sciences, replete with their neat, clear generalities. Observing that college curriculums often avoid mention in exceptions to their theories, they tend to deal with the purified results of experimentation instead of revealing the crude facts which led to the enquiry and built the original theory.

Moreover, a student fails to grasp the magnitude of current problems simply because he is not exposed to the processes involved in discovery of facts and formulation of theory. The "learning" he is fed has been pre-digested over and over again. "Lab" work in **all** areas of the curriculum will lead to an increased appreciation of what is entailed in original research as well as forming a bridge between academia and "LIFE."

**False belief No. 3: "People ought not to be that way."**

Sure, people differing in ideas and methods, prove difficult to work with. That is part of a practical problem a liberal arts education must instruct you in solving. This is the age of consensus, of collaboration, of group effort, of community projects, and of assent from most, if not all, factions.

Cases where people wont m'ove in a given direction unless everyone agrees to a certain solution are all to frequent, witness the refusal of New England "dry" states to go "wet," in spite of the fact that a good proportion of the population enjoy occasional cocktails.

The college course ought to be designed to offer experiences in joint work, in compromising and weighing differences of opinion and solutions to the same question. Students should be trained in the skill of choosing the answers which won't lead to undesirable ends.

The worth of such "group-work," both human and intellectual, has been ignored for too long.

Professor Schwab succeeded in revealing some of the most obvious areas in the college curriculum deserving improvement by first striking at the beliefs which lie at the root of the problems. We too often search for superficial changes in such matters as course content, lecture discussion ratio, choice of books etc. without bothering to examine and question the fundamental precepts upon which the organization and goals of a liberal arts education are based.

The professor provided not only his educational philosophy, but, more importantly, feasible means for implementing it.

*Drive Carefully*

**Today, 25 years after the end of World War Two, 1.2 million American troops are overseas — 310,000, or more than 25 percent are in Europe. Of the troops in Europe, about 222,000 are in West Germany. Along with our troops in Europe are 235,000 dependents and 14,000 U. S. civilian employes — a total of 559,000 Americans in Western Europe. This represents a larger military presence than the U. S. currently has in Vietnam where an actual war is going on. To support this military presence in Europe a tremendous drain is placed on the U. S. budget. It costs $14 billion annually to support our troops in NATO. In addition, associated with the military commitment, is a $1.5 billion balance of payments deficit — a $1 billion deficit in Germany alone . . . But just last month, because of inflation and budget strain, the President had to veto the Health, Education, and Welfare appropriation bill as he felt — desirable as the purposes of the bill were — that the budget could not afford the extra $1.2 billion level of spending called for in the bill.**

—Senator Charles Percy (R-Ill.) in a Senate speech delivered February 20.

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## *Student Culture...*

(Continued From Page 1)

fied by the successive retirement of presidents of the leading colleges in the country.

**He cited three major social currents which will change society considerably in our times, and therefore change both the liberal arts college and its products.**

Disenchantment with institutions was the first. All institutions: lodges, granges, clubs, schools and governments were once accepted as vital necessities in the lives and cooperation of men.

Almost as a corollary to this is an increasing hostility to authority. Society has traditionally bowed to authority figures as a way of life but now the need of authority is being questioned and its bases are giving way.

The third current is that of unlimited options. Our affluent Western society allows college graduates to work or not to work; go into big business, work in a ghetto or be perpetual students. The pressure to obtain a self-supporting job ahead of the other guy is fast being alleviated.

**"Can we run our world in a decent way without institutional patterns?" i.e. colleges, police, bosses, etc. "Can our patterns of culture be maintained without patterns of restraint?"**

Kline stated early in his talk, "I don't have the answers. But I wish I did." He merely has suggestions for solving the dilemma, some inspired by his experience at Bard.

**Formerly our educational value system was based on pragmatism and the liberal arts college helped men to assume leadership positions in society. As a highly-structured institution it prepared men for a highly-structured role in society. Now the development of the individual mind is the important thing. Because the curriculum should be an "exposition of life as it is lived or aspired to," the important educational elements should be self-discipline, and helping men get along together.**

Students should be equipped to enlarge and run their own lives. Since the individual is becoming freer in our country, so liberal arts should liberate him. Since society has so many freedoms, students should learn in college how to conduct themselves free of institutional constraints. "The Individual Self should be the hardest task-master around."

**Our whole society today is a vast experiment in which the stakes are high—will we survive or not? The liberal arts college is a part of this experiment. Will it be a life-raft or a center of backward, dying rhetoric?**

And how do we prepare the student while in college for this freer life? "Less reading, more doing;" giving credit for independent projects, field trips, work-study programs. Bard college now has many independent-project options in the creative arts.

Would learning take place without structure? We can't answer that.

Yes, there's a lot we can't answer. I suppose since our society is an "experiment," each of its factors (i.e. the college), must be looked at as "experimental," where innovation is to be tried, then kept or thrown out according to results.

Kline gave general information on a topic made general by its presentation. Perhaps since it is left up to us to find the answers, we should merely accept his talk for what it was — a vote of confidence in education of the individual — rather than try to find in it new ideas and new inspiration for updating the liberal arts college.


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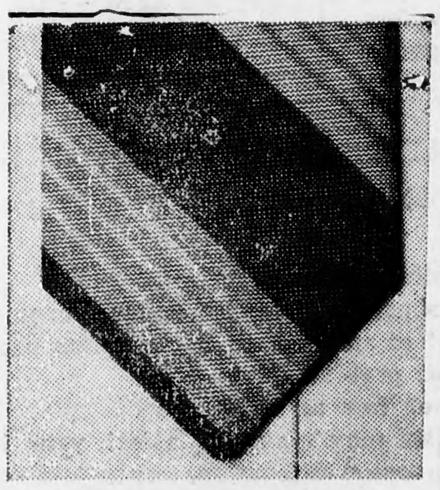

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# Letter To Mark Gerzon

Dear Mark,

At the evening discussion you very offhandishly tossed out to the audience your thoughts about the 3rd Revolution. Your conclusions and your attitude bothered me, perhaps because all you could say to my critical response was that I was a systematic thinker. (In fact, I am not — at heart — I hate both systems and logic). My question is — who's kidding whom?

**During your speech last Friday afternoon I was reminded of a theory of Yeats . . . a theory, by the way, which was developed about the time Freud was delivering his lectures. Yeats believed that an idea, an insight, a philosophy perhaps was purist and richest at its moment of inception. From that moment on, Time and History unfolded the seed of decay which lay latent within the idea itself.**

Yeats' finest examples are Christianity and the ideals of the Irish nationalists. Ritual, dogma or myth all attempted to capture what was lost at the crucifixion (I use that word metaphorically as well as literally) but, if fact, they failed. They paralyzed the faith instead of liberating it.

**I mention this theory because it fits well, if we superimpose it on Marxism and Freudian psychology. Marx would be the first to say that his "humanism" has been tragically abused. No one has done justice to his writings, least of all the USSR or the SDS movement. For Freudian psychologists the problem is similar. Everyone listens to their theories but no one believes them. You made mention of this point with regard to the writings of Fromm. The comment is equally true concerning Marcuse's** Eros and Civilization **and a book published a few years ago by W. C. Bullitt and Freud called** Thomas Woodrow Wilson: 28th President; a Psychological Study. **Both Marx and Freud have fallen prey to history and Yeats seems to have done all right, I'd say.**

I mention this because in your speech, you proposed a solution to our contemporary problems by uniting the best of the two philosophies. I believe you did and cogently, to say the least. But I might add that your conclusions are nothing new. They are all that "modernity" is about.

Modern man is different from all other men, not in substance, but in insight. He has tried to couple the ancient notion of 'community' (Marx's interpretion of 'community' is based in economic and social forces) and the enlightened, primarily Christian, idea of 'individuality' (Hobbes, Locke, and Freud were all talking about this concept in different terms) into what Hegel called the "modern state." Hegel believed he had done it in the **Phenomenology** and subsequently wrote the **Philosophy of Right** (details about the state which could actualize this duality). Yet, where has it gotten us? Are we living in a Utopia? Now you propose the same old things but in different terms — psycho-analytic terms instead of the old stand-bys; economics, religion, politics, etc.

**On the one hand, you are a very convincing historicist (believing that a revolution is necessary and that history will speak the Truth of your observations) which is not surprising since you have romanced Marx for a few years. Yet, at the same time, you want to insist that you have the answer. This second assertion parallels the prophecies of most other radical movements, and as with them, I believe your program would solve our problems if, tomorrow, you or they could erase the facts of reality. But since you can't, you leave me with high hopes and dismal prospects for change.**

I liked very much what you had to say — perhaps because you articulated a confusion tha tmost enlightened people are nearly strangled by everyday. But it still leaves me deeply unsatisfied as does Black Power, the SDS movement, Leary's "turn on . . . drop out" trip, and the Hara Krishna philosophy, just to name a few. I am bothered not because they are deficient programs or because they may have false visions about what could make a better world, but rather because their implicit "humanism," as yours, is utterly impractical. They can give no practical or realistic program for universalizing their philsophies.

**I honestly believe that after the revolution the SDS Utopia would be a beautiful place to live in, or that if we repeated Hara Krishna everyday, we would be sublime, or if all whites felt guilty and paid reparations from the church coffers, we'd end racism. But you would be the first to admit that such philosophies prefigure their own impossibility. You would be the first to suggest that the purity of their ideal is a problem entirely separate from the possibility of their reality — their coming to be. Until everyone buys it, yours or Leary's or H. Rap's, its utterly fraudulent. It is merely thought — dreams that stimulate the mind but little else. And remember, Marx severly criticized Hegel for being foolishly abstract.**

The young Marx said: "Absolute Idea. But what then is the Absolute Idea? It must again transcend its own self **unless** it wants to go through once more from the beginning the whole movement of abstraction and remain content with being a collection of abstractions or a self-comprehending abstraction. But a self comprehending abstraction knows itself to be **nothing;** It must abandon itself as abstraction to arrive at something which is its exact opposite, nature. Hence the entire logic is proof that abstract thought is nothing in itself, that the Absolute Idea is nothing for itself, and only nature is something. **(Writings on the Young Marx on Philosophy and Society,** Doubleday, p. 333-334)

If you still insist on your insight, subject yourself, for one moment, to Yeats' philosophy — if not Yeats then to History. Not only will your united psycho-theraputic practice (individual and social) be impossible to realize, but, like the works of Marx and Freud, what does survive will only be a diseased and decadent expression of such. How many examples do I have to give you? Nietzsche, whom I love, is blamed for Fascism. JFK's inaugural hope of turning Americans toward space and away from the fiction of Communism has collapsed into technological mindlessness. The McCarthy campaign was beaten by Spiro Agnew and the cops. Do you really think your theories are going to work?

**You get pissed off at the cat who bangs out leather products in a little country town and claims he is happy. What have you really offered instead? I would suggest you are imposing your values upon him, and unnecessarily discrediting his valid attempts at defining the Truth of his age. If you had spoken to a welfare rights organization in Harlem or a fraternity at the University of Texas, they would have told you to "fuck yourself" (another Truth of our age, by the way).**

You can talk to us because you are one of us and **only** because your philosophy blends more easily with contemporary education, i.e. academics, than does dope or revolutionary activism. You say the whole world is watching, and you are right. The 60's, 70's and 80's will be recorded as a time of acute fragmentation on a national scale. The process of philosophic history is being mirrored in this epoch — the age of rationality — as everyone searches behind "a stone, a leaf, or an unfound door" for the Truth.

I ask you once again . . . who's kidding whom? I really need some answers — not more philosophy. Let me add one last note from an author I recently encountered:

**"Following the death of Jesus Christ, there was a period of readjustment that lasted for approximately one million years."**

**Peace baby,**

**Skip Green**

# *Fraternities At Middlebury: SDU Challenge Forces Re-evaluation*

By ERIC SAMP

The opening of the Social and Dining Units raises serious questions about the future of fraternities at Middlebury. In the past, much of the college's social life has revolved around the fraternity-sponsored weekend beer blast and occasional cocktail party. But the student now has a "choice" about his social life, and as a result fraternities are experiencing a rapid decline in membership.

**Many welcome this shift in focus, but few seem to recognize the potential advantages which disappear along with fraternities. Before the construction of the Social and Dining Units, the student had a choice of joining a fraternity or being "independent." Independence in this sense made it possible to be truly independent from all aspects of college life — social, eating and living.**

As IFC President Jay Glassman pointed out in his letter to **The Campus,** the student is now faced with the "choice" between joining a fraternity or becoming a "dependent." That is, if a student chooses not to join a fraternity he must eat, sleep, and socialize under the watchful eye of the college.

Some may find a certain security in having the college run their lives, but those who prefer some degree of independence should recognize that fraternity life is now the only way of life that is truly autonomous from the College.

**But fraternities have been and to a certain extent still are tight-knit breeders of security, and as a result the independent student has always shunned them, and will continue to shun them until he is convinced that fraternity life offers the greatest amount of independence. Since the security-seeking student no longer has much need for fraternity life, fraternities must change their image in order to attract the independent student.**

Theta Chi is probably the only fraternity that presently offers these opportunities to students. The house has the advantage of being well away from campus, and consequently as TC President John Krasnow puts it, away "from the security of the Crest Room and Proctor Hall." The fraternity is loosely organized and is willing to take anyone who wants to join. But Krasnow recognizes that "TC is not really a fraternity and does not attract fraternity people. But it still drives away people who don't like fraternities." Very few students joined TC last fall, and if next year's rush class is poor, the house might have to close for financial reasons.

**Interfraternity Council President Jay Glassman would like to see unification of the eight fraternities in order to save the houses which are in the most immediate danger. There is a feeling in the IFC that the administration is "out to get" the fraternities, but Glassman sees that "whether or not the administration is against us is not important because everyone believes they are anyway." "The key concept," he claims, "is keeping many choices open for students."**

He recognizes that fraternities have been reluctant to change, but feels that they "probably have come through the worst. There is now more inclination toward survival. The IFC should work toward more variety and expanded programs in order to make fraternities appealing for more students."

**Unfortunately this view is not shared by many house presidents. The fraternities have been and generally still seem to be reluctant to change. There is a significant amount of rivalry and bitterness among the houses, all of which tends to defeat the fraternity cause. The weaker fraternities feel that both the administration and the stronger houses are working to close them down.**

John Larkin, President of Kappa Delta Rho feels that his fraternity is being squeezed this way. He sees that "fraternities are going out in a matter of time and the college is pushing it along." But the worst thing is that "the good fraternities don't care about the bad ones." Freshmen are "brainwashed with the advantages of the Social and Dining Units and never give the fraternities a chance."

Larkin sees a "decline in spirit" but feels that "fraternities can't hang like orange crepe paper out the front door." He is reluctant to initiate changes in his house because "our social lives need fraternities as they are."

**Steve Peach, President of Chi Psi believes in the necessity of a united fraternity. Chi Psi, as he sees it, is a diverse group of inndividuals, and he would like "to get the individuals working together." A fraternity "gets a person involved in something" as much as any organization on campus. He is not concerned with declining interest because "there will always be people who want to give something to a fraternity."**

Many people have suggested that fraternities should go coed, the theory being that allowing girls to join would encourage male membership. But this has met with opposition from fraternity men who wish to maintain the traditional way of life. Tom DeRogatis, President of Sigma Epsilon thinks that "group living is important." There are certain times when one prefers to be with boys because "there are certain things you can do with guys that you can't do with girls." Furthermore, no one has investigated how many girls might be interested in becoming "brothers," and it is uncertain just how successful co-ed houses would be.

**Judging from the steady decline in fraternity membership, it seems obvious that some if not all of the houses are heading toward collapse in the near future. Radical changes are needed immediately to save them. Jay Glassman has recognized the potential for independence in the fraternities, and as President of the IFC he is in a position to effect these changes. He must do so if fraternities at Middlebury are to survive.**

**Washington, March 14 — A group of 300 lawyers who monitored the mass antiwar demonstration here last November portrayed the event as "overwhelmingly peaceful" and chided the Justice Department for officials statements that the lawyers said had "predicted — and intended to incite — violence."**

**Ramsey Clark, one of the Co-chairmen of the Lawyer's Task Force on the November Moratorium and former Attorney General, presented the report.**

**. . . The Lawyers identified their major concern as the preservation of constitutional rights of assembly and free speech. Their report said:**

**"If because of false notions concerning the risks, Americans believe that large numbers of their fellow citizens cannot be permitted to petition and to assemble, those who would repress political dissent will have won a dangerous victory.**

**"The next time Americans assemble to exercise their First Amendment rights, they may find fewer persons willing to participate, stiffened opposition to the exercise of their rights and public hostility to their purpose rooted in a mistaken belief that the First Amendment has become too costly for society to bear. . .**

**". . . In the days preceding the March itself there were reports that FBI agents had been sent to intimidate bus companies proposing to transport demonstrators to Washington, and official statements that troublemakers were on their way to cause violence and bloodshed and that both demonstrators and the nation's capital could not be assured any degree of safety.**

**"After the event, and contrary to plain fact, official and unofficial Administration spokesmen sought to portray the weekend as one characterized generally by violence . . At the very least, this is a failure of leadership, of understanding. At worst, it was a calculated effort to mislead the public, to stifle dissent and to deny constitutional rights."**

**The report also criticized the news media sharply for failing "to counter the mistaken impression" of violence.**

**"Although the November 15 march was the largest demonstration in our nation's history," the report said, the broadcast networks for reasons of their own chose to provide no live coverage and not much of any other kind.**

**"When questioned about their performance during the weekend of the March, the networks denied having been intimated by Vice-President Agnew's recent attacks. The fact remains that the story was not told in the most effective way we have — by television."**

From The New York Times, March 15.

## On The One Hand...
## ...On The Other Hand

**Note: The following words and phrases may be used in any committee meeting, panel discussion, bull session, informal rap, or pre-arranged lecture. Student vocabulary may be substituted for, interchanged with or adapted, to professorial phraseology at the discretion of the user. The opposite is also true. — Karin Abarbanel**

**Student Syntax**
**self-discovery, development**
**creation, liberation, realization, potentiality, actualization, identity**
societal veils, process of socialization
**conditioned responses, limitation of options**
institutionalization, universal, ultimate, unique
**exploitation, justification**
**background, structure,**
alienation, search, need,
**organization, development**
rejection, standards
freedom, negative
**hypocrisy, evasion, bullshit**
creativity - unexplored, latent, untouched
**obvious conclusions, priorities**
**personal-obligation, growth, challenge**
unresponsive, irrelevant, artificial, super-imposed power structure,
The Administration. They
**rhetoric, rap, bag, trip, groove, meaningful dialogue**
**where your, my, their heads(s) are at**

**Professorial Portmanteau**
**self-analysis education, direction, definition, examination, fulfillment, discipline**
aculturation, socialization process
**behavioral development**
**fullest capacity**
conceptualization
culmination, organic process,
**confusion, rationalization**
**delineation, orientation, context, example**
expenditure of energy, philosophy of action, anguished expression, ambivalent
**logical conclusion proceeding from false premise**
creativity - displaced, frustrated, undirected, dissipated
**inherent dangers, implicit assumptions personal - confrontation, commitment**
qualitative, trend, preponderence, tendency, historical evidence social order, existing framework, powers that be
**rhetoric, articulation, dialogue, discussion, confrontation, key words, academic sophistry**
**collective consciousness herd instinct**

# "Under Milkwood" Opens Tonight, Directed By Sharp

BY ELLEN DONKIN

Dylan Thomas' famous radio play "Under Milkwood" opens tonight in Wright Theatre under the direction of William Sharp.

Originally written for the BBC in 1953, "Under Milkwood" is the "day in the life" of a tiny town in Wales, comparable to Swansea where Thomas was born and grew up. The problem in producing it for the stage, as director Sharp explained recently, is to turn what was explicitly written for voices in a radio presentation into a visually captivating performance.

**The Cast**

The eight actors, including one member of the drama faculty are Bill Fregosi, Frank Moorman, Hardin Brewster, Eric Miller, Steve Bachelder, Linda Headley, Sue Jones, and Molly McKitterick.

Because there are about sixty separate characters in the play, each actor is responsible for a large variety of parts. The play takes place in Llareggub (spell it backwards for a little insight into Thomas' characteristic perversity). Each character is introduced by two "voices," originally played by Thomas himself. The blind "Captain Cat," "a natural bridge between eye and ear for the radio listener" serves as spokesman for the citizens of the town.

**Matchless Names**

Thomas' gift for naming characters is matchless; among his enchanting creations are Organ Morgan, Lord Cut-Glass, Bessie Bighead, Nogood, Boyo, Ocky Milkman, and Butcher Beynon. In each character Thomas captures whatever it is that makes a town uniquely insane and universally lovable.

Mr. Pugh, for example, dedicates his life to the destruction of his wife by spending hours reading about the lives of great and successful murderers, poisoners. Mrs. Ogmon-Pritchard is a cleanliness fanatic who cleans two husbands to death. Polly Garter dedicates her life to loving men of all shapes and sizes, to the monumental indignation of every other village woman, and the undying appreciation of every village man.

**The State Senate's resolution to investigate the Vermont Railroad Free Press has been permanently derailed in the House Judiciary Committee. The investigation into the underground newspaper was to be conducted by a joint House-Senate Committee, but when the resolution went to the House, -Speaker John S. Burgess, R - Brattleboro, shuffled it off to the Judiciary Committee, where it will have "very low priority."** The Vermont Railroad **aroused the Senate's ire by its support of militant left causes, and its use of obscenities.**

**Tragic Death**

Thomas' tragic death at 39 deprived the literary world of one of its greatest lyric poets. "Under Milkwood" was completed within a month of his death, despite the fact he worked on it intermittently for some ten years. Since his death in 1953, his popularity and reputation have increased enormously.

Among his best known works are "A Child's Christmas in Wales," "Adventures in the Skin Trade," and "Portrait of the Artist as a Young Dog."

Thomas once characterized himself in boyhood as being "small, thin, indecisively active, quick to get dirty, curly." Despite (or maybe, because) his formal education ended with the Swansea Grammar School, Thomas evolved a rich imagery and a humorous, imaginative prose that are unmistakable and unique.

**"To begin at the beginning:**

**It is a Spring, moonless night in the small town, starless and bible-black. . . Hush, the babies are sleeping. . .From where you are, you can hear their dreams. . ."**

## Ideal Middlebury: Elusive Sprite

(Continued From Page 1)

**Victor: self pity**
**Most costly emotion: hate**

3. **Man is both a bio-instinctual and a rational organism.**
4. **Man is a product of an external socialization process**
5. **Psychiatrists have problems too**
6. **Even your teacher has an ego**
7. **Sensitivity training may/may not affect your life**

The result was not a panel discussion, not a "dialogue," not even an "interaction," but rather a series of self-assertive, self-contained, hence virtually unarguable statements strongly reminiscent of a typical Middlebury classroom discussion group.

Once Dean O'Brien suggested that the modern student had substituted the Cartesian concept. "I think therefore I am," with that of "I feel therefore I am," the possibility of rational discourse between professor and student was already seriously damaged. The words of the students panelists, few and vague as they were immediately characterized as emotive rather than intellectual, reactive rather than initiatory.

Professor Schwab's causuistic "pulling of fast ones," was equated by default with the thoughtful adherence to logical reasoning processes. Once again, the Middlebury student, partially through his own inability to articulate his opinions clearly, and partially through the self-fulfilling need of his learned instructors to express the breadth of their knowledge and agility of their mental capacities, emerged as a temporary refugee from that majority whose greatest positive quality is the careful cultivation of its own silence.

# Letters

## Petulant

**To the Editor:**

I would like to make a few corrections of fact to Ursula Heibges' somewhat petulant letter of last week. First, I never said a word to Miss Bacon, referred to covertly in Miss Heibges' note, on tenure, and all such matters fall quite outside my role in the College. I did say that I would prefer to have a teacher newly out of graduate school appointed to the department, and I felt, as I still feel, that it would be poor policy to lock up the Classics department with three tenured persons all in their forties. Growing old gracefully together may be fun but, I think educational considerations would lead to a wider age spread.

No, there is no shred of truth to the idea that no young classicist would come to our department as things are. I have on my desk several dossiers of people who would be glad to come, two Harvard, two Yale, one Michigan, one brilliant man from California. The block lies elsewhere, be assured.

And "preferring Engineering Courses?" Oh, Come on. . .!

In the recent innings with Old Chapel I feel a little like a man on third watching a strong hitter coming up to bat. He contacts it, up and over and everything is going around at a fantastic pace. But as I start to move, I see someone trundling off from the bleachers — why it's my colleague with a field hockey stick chasing something or other. Is this a Zen exercise, am I seeing right? Run on home and attend to my business. . .perhaps. . .but I just could trot over there and play soccer a while with an empty popcorn box. Why not, maybe that's where things are at now, and, sure, we can always play the ballgame another time.

**William Harris**
**Assoc. Prof. of Classics**

## False Pretenses

**To the Editor:**

Bruce Muirhead has been insulted long enough. If Dick Turner considers Muirhead to be one of the best teachers Middlebury ever had (within Turner's experience, the best in the Fine Arts Department), why has he been treated so shabbily?

His students are not looking for "other consideration," smokescreens; let me spell the question out:

*Continued on page 9*


# *The Campus*

Opinions expressed on the editorial page do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

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# UVM Tops Midd In Thriller

By NAT AYER

Middlebury battled the Vermont hockey team fiercely for 2 1-3 periods last week, only to collapse for one brief, but fatal, moment at the seven minute mark of the third stanza. UVM's George Minarsky snuck away from Dave Pierson near the face-off circle and rounded helpless Jim Hurd. From twelve feet out he fired a smooth backhand that sped by Fuzzy Van Wert's left skate to puncture Middlebury's bubble of optimism.

This confidence was first instilled with just six minutes gone in the game when Fuzzy withstood his first dangerous attack. A rebound from a long shot bounced back onto a lone Vermonter's blade; he shot, but Fuzzy saved.

**The twenty minute blackout before the start only seemed to accelerate the recklessly fast pace into which the game exploded.**

But it was the style of both teams that caught everybody's eyes. Both squads were pressing determinately, though much of the action took place at center ice. Vermont was taking long shots and dumping the puck into the Panther zone, while the Blue defensemen kept banging it out through the center or sent a wing up the boards to drive around an opposing man and try to swerve into the middle.

These were exciting moments. Middlebury made several sharp thrusts, but Reece was always there to smother the little disc, or turn it aside with one of his graceful motions. Van Wert was called upon to make twice the number of stops that first twenty minutes, and was just as successful in handling them. Both goalers were in the focus, as the alertness and quick reactions of all the players on the ice persisted in testing these two goalies' prowess. And made for some of the finest hockey ever seen around here.

### Second Period Frost

When the teams returned to the ice after a "rested" first intermission, they indeed resumed the clash, but in a different pattern. Whereas before it was a rapid succession of end changes, along with hassled play-making between the blue lines, the second stanza was characterized by marked dominations by both clubs.

In the initial moments it appeared as if Pierson's tricky maneuvers deep in his own zone (and they were a superb showing of his stickhandling, a rare quality in one so large) were going to frustrate the Cats. Yellow forwards kept dashing tamounts, but the Green and in after the puck,hustling wildly to keep the pressure on. They were succeeding, as Middlebury was forced to exist by lobbing clearing passes beyond the blue line. They bunched and neglected the points, but Vermont failed to dent Fuzzy's shield.

**And then suddenly Iggy slithered through the Vermonters and took a wicked slap shot. It was Midd's turn, and they peppered Reece for several minutes. Billy Everett, hustling beyond conception all night long, managed to get off a few shots. Goose Nichols set loose a snake into the middle of mayhem in front of the cage, but the puck never wound up inside the net.**

Vermont's control of the period had been overturned, and beneath that composed face Wendy must have been inwarddly tripping on pride; his Panthers were performing exemplarily. The forwards moved well in the offensive zone, and Dave Pierson headed up a strong team of defensemen that dealt out shuddering body checks to anyone attempting to escape with the puck.

One thing that added to the overall success of the game was the lack of dirty playing. Tempers sizzled once or twice, but the nature of the game was honest hockey.

The Panther command was likewise shaken, however, and an evener style of play resumed, though Midd had some particularly pretty plays worth attention. I mean, the members of the teams here at Middlebury have been doing some amazing things, and I think people should know about them and right now, I'm speaking of Dave Norton and Larry Dixon.

Dave made two especially fine plays, once sending a long, low drive that almost came close enough for Jim Glynn to tip in. The other, well, picture him barreling down the left wing, approaching a defenseman, slipping the puck ahead to the left, and ducking under the opponent's check, picking up the puck by the boards, and sending in front, where Reece bobbled the catch, and things almost happened.

**Larry was stellar! All night long. Time and time again he anticipated Vermont wide wing passes and picked them off, starting another Panther rush. Later in the third period he fed a surprise long pass to Gary Valby breaking up the right wing, who then shot. The unfortunate thing about all these illustrations, though, you know, is that Reece always ends them . . . But in the defensive zone Larry continued to be strong, at times being able to dump men and stickhandle up ice all at once.**

### UVM's Pace Never Relented

The final minutes ended as the second period began, with Vermont forcing and Middlebury backing up.

The final stanza repeated the fine play: it was still fast, intelligent, and just **beautiful** hockey or even just beautiful, motion and excitement. Both teams were unreal. The screaming crowd, the importance of the play-off, the vital school rivalry, all these spurred the players on to play their best. The expectancy grew, gnawing at everyone's emotions. Two outbreaks on the ice occurred. Quite early Fuzzy trapped the puck high against his chest, and was moving away from the crease. For once the refs delayed the whistle, and a Cat came busting in on him. Fuzzy sprang after him. What ensued was a deserved penalty (but too bad about the other flagrant charge that was missed) served by Stan Kitman, and I imagine a sore fist. The other was when Iggy physically rebuked a Cat for whacking Jim Glynn's unprotected face.

Vermont's first goal came rather unexpectedly out of the riproaring contest. It was slow. So clean that it was hard to see. But suddenly the red light lit, and peoples' eyes popped.

As should have been expected, the game was not over. Iggy and Kelly, both lethal scorers all season, instigated several rushes, but they were washed out on offsides. The Cats pushed ahead, though, witha confusing goal; confusing to the players because the puck changed directions too many times for them to be in control.

Middlebury's tally was a sole rewarding factor. Norton started the man-advantage play as he dug the puck away from a guy who had broken his stick and was trying to freeze the puck against the boards. Dave whipped it around to Larry, covering his left point, who crossed it to Iggy. The low slap shot hit its mark, guaranteed concealed entry by a few legs and sticks.

**Van Wert became a victim thereafter, having no possibility of preventing the last three goals. One was a tip-in right in front, the next a beautifully set up 5-on-3 relay to Neddy Grant, who slipped it into a corner from fifteen feet out, and the last was a messy struggle with sticks thrashing about madly — the puck was batted in.**

### An Afterthought. . .

There has been a lot of talk this past week, debating why Middlebury lost. There are claims to lack of depth, partial lack of stamina, and "clutching." This term is evil to the player of any sport. And rightly so, because it gives weak connotations to a normal occurrence, namely, a mistake. The mistake happens to come when the result is disastrous. If it comes at another time, it is called "overcoming all odds:" quite frankly, glorified horseshit. A player can only perform as he is able; he will have many mistakes and many successes. Too often he is judged only by his relation to the game's movement. The thing is, is that when the result is bad, we shouldn't choke on it, for it really doesn't matter.

This is attested by everybody who has gotten involved with either the basketball or hockey teams this winter. The engineer of the hockey team is Wendy Forbes, a low tone coach in a high tone sport.

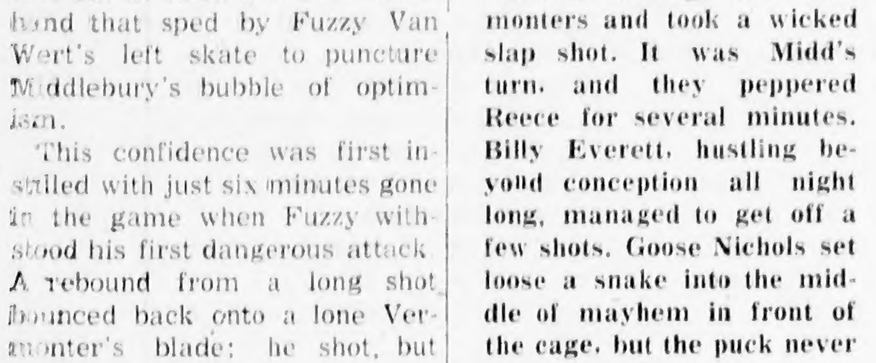
Dave Pierson mentioned the following aspect of Wendy's attitude toward the team: "He accepts his players as men. He expects that you know how to play, and the practices just consist of drills to sharpen us up."

Dave explained that defense was Wendy's key for successful hockey. "Play defense and the goals will come. Last year we didn't understand this; this year we do. You've got to concentrate on defense away games the most. We let up a little towards the end, but we're concentrating now (interview before UVM game).

Wendy was unusually liberal with his praise for the team. He stressed the fact that it was a team effort all the way, that spirit made them a unified squad. He acknowledged Iggy and Dave as great leaders, and spelled out Fuzzy as exceptional in his efforts to back up the team. Wendy said that having such a capable goalkeeper made one big difference between this year's team and last. He also answered a question about the reporting this year in the Campus. He thinks that I have been too harsh when the team loses. He explained that the quality of competition is excellent, in that there are very few "easy" games. He believes that the outcome depends greatly on the performances on any specified date.

I'm afraid that I can't go on with Wendy's interview, because I lost the notes. I could have spoken to him on Monday, but I was busy digging the Buddhist monk, and reading Russian for George Motolanez, who, by the way, sent the team a good-luck telegram before the UVM match that came right into the locker room. George has nothing but the highest of praise for the team — showing the extent this athletic activity can affect people.

*Continued on page 8*



**Dave Pierson takes a slapper.** Photo by Atwater.

**Linemates Glynn and Iggulden.** Photo by Atwater.

BY JOHN STEVENSON

With the BB and hockey seasons both completed, intramural attention is now turned to the delightful sports of badminton, bowling, and riflery. Noted for its contact, bowling attracts many of the animals on campus, like Jim Pratt of KDR, Joe Sassano of CP, and big Robbie Skelley of DU. With the preliminary leagues finished, the standings are as follows:

| White League | | | Blue League | | |
|---|---|---|---|---|---|
| KDR, | 16 | - 4 | ZP, | 15 | - 5 |
| PKT, | 11 | - 9 | DU, | 13 | - 7 |
| ASP, | 14 | - 6 | CP, | 9 | - 11 |
| DKE, | 11 | - 9 | IND, | 7 | - 13 |

**"200" CLUB**

| | | |
|---|---|---|
| Spitz | (ASP), | 245* |
| Jones | (PKT), | 204 |
| Westerman | (ZP), | 204 |
| Rabin | (DU), | 201 |

*Record - Stevenson, 248, which cannot be topped by talent alone.

Next badminton. And it looks like Zete will again be better at beating the cock than any one. The combination of Al Wood, the Sven, and soph. Jeff Reinhardsen should take it all, unless Batiza and the Duke decide to play for the Indies. In the individuals, it looks like a battle between Dixon and Tom Scribner for the title.

**The shootout has not yet begun, but the sergeant who passes out the shells down at the Field House rates it a tossup between PKT and PKT.**

Finally, after a long, tough struggle, Ma and Red Kelley succumbed to the KDR combo of Charles Goren (Tom Reiss) and Sonny Liston (Jim Pratt) in a classic bridge battle. It is interesting to note that the fearless faculty fielded a team and finished last.

### BUSH MOVE

Without a doubt, this week's Bush Move goes to UVM's Gutterson Field House personnel who really rolled out the red carpet for us Middlebury folk last Wednesday night. First, thought by some to be a stalling effort, all the lights were turned out — for twenty minptes! Then, after order was re-

*Continued on page 9*

## *Black Students..*

*Continued from page 1*

from different economic and social environments.

**Short Term Increase**

LeMelle also warned against a short-term increase of admission with no provisions for long range access of the black student to the elite college. He likened such an approach to the "faddism" of the short-lived War on Poverty.

The speaker went on to say that the problems that the black student faces at the elite college do not end with his admission. He stated that too many colleges offer a "watered-down, second track program" as the "best and painless" way of dealing with the black student on campus.

**Not Measuring Up**

This stems, he suggested, from the distressing but common attitude on the part of many white professors that the black student does not "measure up" to the white in intelligence.

This "arrogant, racist, baseless attitude," he said, "frustrates or destroys the full maturation of black minds," and continued that the purpose of a liberal education, for any student, should be to free the student's personality and develop in him skills and talents necessary to survive in society.

**Interest and Support**

After graduation, he went on to say, the black student should expect and receive the same full interest and support from his college as any white student would. Ashking how many Middlebury graduates over the past 170 years have been recommended for good jobs, and careers, he suggested that "someone should make an inquiry as to the black graduates' whereabouts now."

Concerning his second point, the aspirations and hopes of the black student at the elite college, LeMelle stated that the black student seeks a vindication of his heritage through the educational experience, and that he now demands a "relevancy in the educational experience with respect to himself."

**Liberating Awareness**

There is a new, creative, and liberating black awareness, he stated, that has produced an inclination toward collective action which appears a "power play" to many whites, but, in reality, is a situation which "has been forced on blacks because of the non-acceptance of black individuality by whites."

The black student, in many cases, has had to set aside individual goals such as a professional career in order to establish a new equality through collective effort.

**Superior Quality**

In addition, there is a deep sense of need in the black community to acquire the basic skills and talents for success in American Society. The black student at the elite college has an advantage here, he said, because of the superior quality of education.

But here, LeMelle warned, "competition is the name of the game" — there is no room for a "paternalistic approach" on the part of the college. The black student must compete, and prove himself a leader not only in civil rights, but business, finance, government, education, and the like.

**False Sense of Vaninty**

Finally, LeMelle cautioned the black student to beware of a feeling of superiority of a "false sense of vanity" which elitism tends to produce in both blacks and whites.

The objective of the black student at the elite college is to create a strength of self-image, develop skills and talents for leadership that will help him, "shift from his dependent position in American society," and provide an equalization of blacks and whites in the country.

The aim of administrators, faculty, black, and white students at the elite college, he concluded, should be to "seize this problem sincerely" to affect a solution.

## ENVIRONMENTAL ACTION CONFERENCE

**Saturday, March 21**

| | | |
|---|---|---|
| 9 - 9:45 | Registration | Proctor Lounge |
| 10 - 10:15 | Opening Address Howard E. Woodin, professor of Biology | Dana Auditorium |
| 10:15 - 10:30 | Ralph D. Nelson, assistant professor of Chemistry | Dana Auditorium |
| 10:30 - 10:45 | Charles K. Butler, chairman, Governor's Commission on Student Affairs | Dana Auditorium |
| 10:45 - 11:30 | Identification of other groups present | Dana Auditorium |
| 11:45 - 12:30 | Lunch | Social and Dining Units |
| 12:45 - 3 | Seminar: "The Economics of Pollution Control" Klaus H. Wolff, association professor of Economics | Science Center 334 |
| 12:45 - 3 | Seminar: "Development in Vermont" Vincent H. Malmstrom, professor of Geography | Science Center 117 |
| 3:15 - 5:45 | Seminar: "Water Pollution" David W. Folger, assistant professor of Geology | Science Center 334 |
| 3:15 - 5:45 | Seminar: "The Individual's Response to the Ecological Crisis," Bruce B. Peterson, dean of men, and Mrs Peterson | Science Center 117 |
| 6 - 7 | Dinner | Social and Dining Units |
| 8 - 9 | "Population & Ecology" an address by David B. VanVleck, associate professor of Biology | Proctor Lounge |
| 9 | Discussion | Proctor Lounge |

**Sunday, March 22**

| | | |
|---|---|---|
| 8 - 8:30 | Breakfast | Social and Dining Units |
| 10 - 11 | Discussion: "The Legislature and Public Awareness" Arthur Gibb, chairman, Governor's Commission on Environmental Control | Dana Auditorium |
| 9 - 10 | Final Reports | Dana Auditorium |

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# Fine Arts Majors Meet With Turner To Discuss Studio Arts Tenure Decision

Dr. A. Richard Turner, chairman of the Fine Arts Department, met with Fine Arts majors Monday night to discuss the department's stand on tenure for studio-arts teachers. The meeting came in response to a petition, signed by seventy Fine Arts majors, that criticized a recent polity decision to staff the studio arts teaching positions on a non-tenured basis.

Turner explained that the department's stand was "not a major policy decision," but represented a working arrangement until the number of studio arts instructors was increased.

Reviewing the College's procedure for granting tenure, Turner discussed the criteria for granting tenure. He said that tenure showed the College's determination to maintain a long-term relationship with the individual, and was not a judgment of the man's value, nor was the man on trial.

Turner stressed that the Fine Arts department is in a state of transition, and said that the new policy expressed the need to maintain an "open" department in Fine Arts.

The department's studio-arts policy decision, Turner felt, was a "tribute" to Assistant Professor Bruce Muirhead, who was previously denied tenure, because it explained that the department could afford to tenure no one, for reasons other than questions of personal qualification.

When the Fine Arts department is expanded, Turner said, it will grant tenure in the studio arts. Rather than giving tenure to young professors on their first teaching assignment, Turner felt that the department would probably look for middle-aged persons who could judge the suitability of Middlebury's environment to their artistic careers with more perspective, having worked in other environments.

Turner felt that there was little likelihood that the department's policy decision on tenure would be reversed, and noted there was no procedure for reversing specific tenure decisions. The petition signed by Fine Arts majors had requested that the old tenure policy be reinstated. Some students have asked that Muirhead's tenure case be reconsidered.

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Scouting's main purpose is character development, citizenship training, and mental and physical fitness for all boys.

Freshman Jim Hurd fires. Photo by Atwater

## *Iggy And Dave Discuss Team*

*Continued from page 6*

Brian and David both made it clear that individuals did not stand out, restating Wendy's feeling that it was a team effort all the way. Iggy pointed to several players, however: "Fuzzy started this winte rafter sitting on the bench for two years. His playing as well as he did was a big factor. Larry has probably been the steadiest defenseman; Jimmy Glynn is a big smooth skater, and with Norton developing a lot of poise in the corners, I had two good wings." (that first line totalled 104 points over the 26 games!). He also thought freshmen defensemen Hurd and Silver deserved special notice. "They both stepped into varsity play with no problems. And people coming off the bench to score goals. This really helped."

Dave talked more about the season. He had the "feeling that we slowed down towards the end. We lost the edge that we had built up through the middle of the winter." He pointed to the early Army loss as crucial, "After that game we knew we had the ability, and we just decided to put it all together," which is just what they did in that Vermont game.

## Student Underachievement

Dean Dale DeLetis admitted last Thursday that although it was the responsibility of the College to challenge the student and help provide goals, Middlebury is not fulfilling its role.

At a Conference discussion with students in Dana titled "Underachievement and Middlebury," DeLetis and four students, Barry Sullivan, Tom Tobin, Peter Ender and Sandy Neily agreed that lack of student motivation was one of the major faults of both faculty and undergraduates.

The Dean called underachievement a gap between potential and fulfillment of the high intellectual capabilities of the individual. Ender stated that many students simply "don't give a damn," and wouldn't be here if college diploma didn't guarantee better jobs, while Neily felt mere academics were not an accurate measurement of total achievement.

The function of the college itself came into question, as one student, Barry Sullivan, called faculty members underachievers in not taking enough interest in the students and their goals, in failing to create a "love of learning." However, other student opinions put the responsibility of educational stimulus wholly on the student. Nicholas Clifford of the History Department felt ha American education was too often a "self-gratification," that the student only considers education as it relates to him.

Again, as in most of the Conference events, many students and faculty called for curriculum revision to increase or create a student-teacher dialogue and extend the learning experience to professors.

## WRA Sports Lax & Merger

By DEBORAH ERDMAN

The Women's Recreational Association met March 12th to discuss plans for this spring's events. Although the date for the traditional "WRA dessert" was not set, new officers will be installed then. Each of the seven clubs belonging to the WRA will also present "outstanding player" awards.

Miss Vogg, the new advisor announced plans for the creation of a women's lacrosse team. She will hopefully offer beginning and advanced courses in this sport, depending upon the interest.

The question also arose as to whether the WRA could be dissolved and then merge in some fashion with the men's recreational association. This would urge a larger student participation in coed sports, with an emphasis on lifetime sports such as tennis and golf rather than team sports. However, president Patty Hartlieb pointed out that the athletic policy committee, of which she is a member, has not yet worked out the details of such a merger. It was prudently decided to hold back action until the committee had reached a final judgment.


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ARROW

## *Letters . . .*

(Continued from page 5)

Why, specifically, was Muirhead denied tenure?

Once we have the answer to this question, members of this community can begin to assess whether or not they might be kept here under false pretenses by Administrative impunity as has the teacher in question.

**Ed Bailey**

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## *Bush League...*

*Continued from page 6*

stored, an attempt was made at the National Anthem, with the only result being a fart-like sputtering. And then a frustrated toot by the patriotic referee. And after the hard-fought, scoreless first period, the next UVM blunder was pulled. The Zamboni failed to start for thirty minutes, so there we all sat again, playing with ourselves in sarcastic disbelief.

**Then following another scoreless period, it was "Show Time." UVM's answer to Peggy Flemming waddled onto the ice in all her pigly glamor to enchant the fans with a figure skating exhibition: and some exhibition it was! With her short curly hair and chubby cheeks and thighs, she trolled her way around the rink to the same sputtering noise that we were tormented with before.**

When it was all over, and UVM had won, those of us who attended left with the memory of some exciting hockey, but also of some pretty "Bush" hospitality! Finally, in a newly created category, the BUSH move of the week goes to that 'ol carnivor himself, Thom "Bucket" Johnston of DU, and fourth floor Starr, for an awesome display last Friday night.

**Board of Governors Bridge will begin awarding cash prizes amounting to $20, as well as master points, this Friday, March 20, at 7:30 in the Gamut. Admission 50c.**

**This year's Sadie Hawkins Dance (all men broke) will happen on Saturday, March 28 in Social and Dining Unit B. Festivities, which run from 8:30 - 12:30, include dancing to a band. $1 per person.**

**In the Bandroom this Friday night: Brian Curry. Two shows 9:30 and 11:00 Admission 50 cents, and on Saturday night Rob Waters and Mike Willis will play at 9:30 and 11:00. Admission 35 cents.**


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# Admission And Curricular Standards Discussed By Conference Panel

BY PETER LEWIS

The problems of disadvantaged students and the responsiveness of the educational system in meeting their needs was discussed by a conference panel last Wednesday night in Dana Auditorium.

Ideas initially centered around the designated topic of "Admissions Standards and a Two-Track Curriculum," but the panel consisting of Dr. Ralph Conant, Director of the Southwest Center for Urban Research; Dr. Wilbert LeMelle, Program Officer of International Division of the Ford Foundation; Fred F. Neuberger, Director of Admissions; Marcos Jones '71; Linda Callahan '72, moderator, took liberty to move into many directions.

**5-Year College**

Linda Callahan opened the discussion by asking whether a five-year college program should be instituted for students with previously inferior educations. Dr. Conant felt that some students might suffer psychologically in feeling like "second-class" students. He mentioned a transitional year as an alternative: taking a student out of the inferior high-school at the end of his Junior year to spend his Senior year at a college, thus overcoming any later status differential.

Mr. Neuberger agreed that it was the duty of colleges to organize programs to reach the students earlier. He felt it necessary for colleges to "undo the damage already inflicted by inferior preparatory education."

**Psychological Effects**

Dr. LeMelle favored an early entrance of the college into the life of the disadvantaged student He recognized the psychological effects of an additional year for a degree. He saw the problem of the ineffectiveness of the secondary school system in preparing disadvantaged Black students and thought that the student was better off moving out of the inferior environment before his Senior year.

He noted the successful program at RPI which enabled Juniors and Seniors in disadvantaged schools to attend the college for two successive summers before entering. The student would therefore be pushed as early as possible instead of later on in college.

**Why Failures?**

Linda Callahan asked why some programs around the country had failed and whether educators knew what they were doing. Dr. Conan recognized the experimental aspects of all the programs for Black disadvantaged students. He felt that most colleges had at least begun to face up to the many problems involved in providing education for Black and other minority group students.

Conant expressed the great need for all forms of experimentation and especially the appointment of some Black faculty members. He saw that great sensitivity would be needed to take a hard look at the cognitive problems of the disadvantaged student. The government and private organizations must produce more resources for the vital sucess of any program.

The remainder of the discussion concerned the lack of individualism in the traditional four-year liberal arts education. Dr. LeMelle questioned the necessity of four years for a quality education. He demanded reevaluation of the requirement system and the basic essentials involved in the traditional liberal arts education. He noted with admiration the system in England where a student revolves his major around one general field. He saw in American colleges a reluctance to examine more flexible arrangements for the special needs of the student.

Mr. Neuberger admitted that the four-year time span was merely a tradition. He did say that at Middlebury committees were in the process of exploring programs devoted to the desires of the individual.

Dr. Conant's ultimate objective in education was an individualized style whereby a student could take as short or as long a time for his degree. He saw the necessity for an independent study curriculum devoted to the needs of each student.

A lengthy open discussion followed, concerning the system's attitude toward the Black disadvantaged student caught between inferior high-school guidance programs and college experimental programs.

# *BOG Snow Festival*

Schedule for Snow Bowl Festival and Sugar Slalom, Saturday, March 21. Sponsored by Mountain Club and Board of Governors.

11:30 A.M. **Jump Competition**
Allen trail, viewable from base lodge. Prizes for distance and uniqueness of technique. Commentary provided.

12:30 P.M. **Costume Contest**
Bridge in front of base lodge, with colorful commentary and judging by a panel of deans and faculty. Cash prizes of $10, $5, and $3.

1-4 P.M. **Sugar Slalom**
Allen trail.
Standard race, prizes (gift certificates from downtown establishments) for men and women's fastest times, best ski costume, most unique technique, plus three mystery prize categories.
Sugar Slalom. Entries in pairs, who will be tied together by a piece of string. Object: to ski the course without breaking it. Judging for all categories done by panel of deans and faculty.

3 P.M. on Pickles, donut holes, and maple syrup on snow on sale outside base lodge (on porch). Cheap!
Raffle tickets on sale — 10 cents apiece, 25 cents for 3. Prize: dinner for two at the Dog Team, transportation thrown in.

4-6 P.M. Folk singing, inside the shelter.

5 P.M. Steak buffet dinner, inside the shelter.

6 P.M. Torchlight Parade, by the Ski Patrol, down the Allen.

6 P.M. - midnight Musical talent, in the shelter, jamming for a $50 bag of cash. Busses back to Middlebury at midnight.

**Signups for the jump competition (11:30 A.M.) will be held one hour before the jump at the Snowbowl. Entry 50 cents. All other signing up will be done at Proctor and each of the Social and Dining Units today, tomorrow, and Friday during dinner hours. Signup sheets will be at Proctor Information Desk all of the three days. Sign up for busses (various times) to and from the Bowl, steak dinner, and sugar slalom (individual and/or string race.)**

For More Info: Contact: Matt Morrow 9317. Dave Danforth, 9309.


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